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BOOK REVIEWS

Moral Instruction and Training in the Schools. The Report of an International Inquiry. Edited by M. E. SADLER. London: Longmans, Green & Co., 1908. In two volumes. Vol. I, The United Kingdom, pp. 596; Vol. II, Foreign and Colonial, pp. 396. With Index.

The influence of education upon conduct and character is the subject discussed in this book. Its chapters are the outcome of an inquiry undertaken with the purpose of gathering information as to the methods of moral instruction and training now in use in schools in different countries. They record the judgment of experienced teachers and others as to the efficacy of the various means by which schools may bear part in the task of quickening and defining moral ideals, and of strengthening their influence upon individual conduct and upon national life.

The materials here presented are, of course, very variable as to value. The points of view represent all stages, from that of the most progressive scientific students of education like Prof. Sadler, himself, and Prof. J. J. Findlay, with whose work we have become familiar through their contributions to American school journals, down to the most dogmatic and traditional representative of scholastic education which is still very much alive in certain parts of the world. But there is enough of value in the contributions that do have scientific interest to make the work, as a whole, a very valuable contribution to that larger consciousness of the essentially world-wide character of the problem of moral education.

In the first volume, dealing with the schools of The United Kingdom, attention may be called to the following discussions; Professor Rudolf Eucken discusses, illuminatingly, the "Problem of Moral Instruction;" Professor J. J. Findlay treats of "The Growth of Moral Ideas in Children," and Professor William James, President Hall, and M. Alfred Fouillee, the Bishop of Birmingham, Dr. Bernard Bosanquet, and Dr. Felix Adler contribute to a symposium on the question, "How can the Ethical Efficiency of Education be increased?" Professor James is the only one who really touches the question, and his contribution is short: "I should increase enormously the amount of manual or 'motor' training relatively to the book-work, and not let the latter predominate till the age of fifteen or sixteen."

There is one discussion in this volume which has a considerable value from the standpoint of the organization of the school. Mr. H. Bompas Smith, headmaster of King Edward VII's School, Lytham, contributes a long account of the corporate life of the English public school, which is interesting from the standpoint of the development of the class-morality, upon which English society rests. It is interesting to note, here, however, that some of the leaders of education in England are trying to find a way out of the group or class morality which their schools tend to foster; but most of them seem to have developed

no means beyond the method of the Herbartian pedagogy, and that does not seem to solve the problem.

Volume II deals with Colonial and Foreign materials. The French system of non-religious moral instruction is treated in several papers, and other countries receive lesser mention. Mr. Gustav Spiller, General Secretary of the International Union of Ethical Societies, contributes a study of moral training and instruction in the schools of Switzerland, under the title, "An Educational Democracy," in which he uses this sentence, which we in America, with our penchant for "democracy" may well ponder: "It has been assumed without reflection, that no one need be especially prepared for influencing the children morally, though scarcely any part of education requires so much conscious preparation."

The work of American schools is treated from the standpoint of the Ethical Culture School, by Mr. Chubb; the State Normal School, by Principal Baldwin, of the Hyannis Normal School; and from the standpoint of the American school child, by Principal Burke, of the Teachers' Training School, at Albany. Mr. Burke describes the type of the "George Junior Republic," that general retreat for all who would make our American school life "democratic." All in all, the American materials in the book are not very satisfactory.

Finally, we may call attention to a fact that will strike many as peculiar. The western world has been regarding the Japanese as a people who have taken over our western material equipment without caring for our western ideals of culture. Of course, we had our eyes opened somewhat by the medical and surgical work in the Japanese armies during the Russian war. But we shall soon be called upon to wonder still more; for Japan is rapidly taking the lead among nations devoted to education, and to moral education. The Imperial Rescript on Education, of 1890, is the foundation of all Japanese education. Baron Kikuchi gives a very readable account of the spirit of that rescript and the education that has grown up about it. It would be worth the while of anyone interested in education, and in the larger problems of social and international relationships, to read this account and come to an appreciation of the way in which Japan has seriously attacked the larger problems of moral advance.

This book will shortly be supplemented by the reports of the International Moral Congress: the whole gives us a larger comprehension of the real problem of moral education: it is not a problem of individual conduct, in the narrower sense; it is a problem of the realization and acceptance of social relationships, and these social relationships are now seen to be world-wide. From this point of view this collection of materials stands alone today.

J. K. HART

History in the Elementary School. By HENRY JOHNSON, professor of History, Teachers College, Columbia University. New York: *Teachers College Record*, Novemer, 1908. Pp. 60.

Professor Henry Johnson has given us a work of much more than ordinary importance in his recently published study on *History in the Elementary School*. The need of a good discussion of this subject has long been felt and teachers in general will be delighted. It is one of a series of articles by the heads of departments in Teachers College who are actively in charge of the work